

**Ivan the Terrible
to die....p. 10**



**The Mallett
Awardsp.11**

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April 29, 1988

Bogue discovers Soviet educational, cultural ways

By MATT FRAZIER
Editorial Assistant

Dr. Grady Bogue, LSUS chancellor, returned April 19 from the Soviet Union where he took part in an effort to develop an educational exchange system between the United States and the U.S.S.R.

His trip served as a follow up to the U.S.S.R. visit to American universities that took place earlier this year.

Bogue was accompanied by Chancellor E. K. Fretwell of the University of North Carolina at Charlotte, President Edward Jakubauskas of the State University College at Genesee, N.Y. and President Edmond L. Volpe of the City University of New York, College of Staten Island.

Dr. Allan W. Ostar, chair, American Association of State Colleges and Universities (AASCU), and interpreter Robert Arsenal of the City University of New York also toured the Soviet Union with the group.

While in Russia the group visited Moscow State University, Leningrad State University, Latvia State University in Riga, Byelorussia University, and Vilnius University, the oldest in Russia at 400 years.

They visited the republics of Moscow, Latvia, Lithuania and Byelorussia, and in each republic they visited the minister of education.

"We were exposed to a wide range of both educational and cultural activity," Bogue said. "We were received with great warmth and hospitality at every point."

The group culminated their visit when they met with members of the State Committee for peoples education, which is responsible for all of the education in Russia.

"We agreed for each of us to develop a proposal for exchange of faculty students and administrative staff which would be reviewed in this country in

November, in Baltimore," Bogue said.

"We were all struck, I think, by the deep memories that the Russian people have of World War II," Bogue said.

"In every city there is a major memorial because their nation was devastated physically and population-wise by the invasion of the Germans. And they remember this with very deep feelings because in many cases the Germans were very barbarous.

The group attended a Russian Orthodox Church for an Easter service. Bogue said that most of the members were old ladies — all the men had been killed in World War II.

"This creates within the Russian people a very keen feeling for their security that I think is more difficult for us to understand, since we have never been invaded, our borders are the oceans and we have relatively friendly countries to the north and the south.

"They were invaded by the Vikings, Mongols, Tartars, Poles, French and the Germans. They have been a highway for invasion and destruction throughout their history.

"A second thing that was very apparent is the housing is completely different in their cities — you just do not see any single family housing in their cities. It's just mile after mile of high-rise apartment building. There are no suburbs.

"You wonder how so many people live in such densely packed areas, but then you have to go back and remember that after World War II so much of their land was destroyed that people were living in holes in the ground. For them to come out of the holes in the ground and live in apartments was an advance."

Bogue said that there are two words that the Russians are using — *perestroika*, meaning reformation and restructure; and *glasnost*, meaning openness.

"One of the Russian college presidents said, 'Before *perestroika*, we knew what was good and we knew what was bad — but we only talked about what was good. And we talked of numbers instead of quality.'" Bogue said.

"Suggesting that there is a new openness to criticizing the society — that is not the history of the Russian people.

"That very openness poses a two-fold threat. It is a threat to those who hold privileged positions in government; and more fundamentally, it is a threat to the ideological foundation of socialist government."

"You are trying to bring in just what might be perceived as the edge of capitalism into a socialist society — you are talking about a fairly fundamental tension to its ideology.

"So that leads you to be guarded in your optimism about the extent to which they can be a more open society," Bogue said.

The most emotional part of the visit for Bogue was the choral concert at Riga.

In a concert hall that held 300-400 people a choral group of about 40 voices was led by the director of Riga's music conservatory.

The program was in two parts. The first part was a cantata



photo by Kevin Jerome

President-elect Elizabeth Humphreys is sworn in.

celebrating the end of World War II. In the second part they sang a selection of American composers, including a Negro spiritual.

After the formal part of the program, the conductor turned around and said that because there were some very special guests in the audience they would sing a very special song.

"I don't know if I can keep a straight face as I talk about it. They sang 'America the Beautiful' and I've never experienced an emotional moment

quite like it in my life. There we were sitting in Russia and a choral group is singing 'America the Beautiful' to us. And with no prompting the audience sang with them.

"Big tears rolled down my face, and I had to fight to keep from breaking down. You could feel that those people had freedom in their hearts. I called my wife the next morning, the only phone call I made, and I was still crying.

"There will never be another moment like that in my life."

Bogue calls year exciting, depressing

By Gwen Westbrook
Contributing Writer

Dr. Grady Bogue, LSUS chancellor, prefaced his remarks to the Tuesday morning faculty meeting with the statement, "This has been the most depressing and exciting year I've ever had."

Thanking the faculty for their "spirit, effort and devotion," he said the faculty was working under some of the most difficult times he had ever seen.

Some of these difficulties were spelled out in the reports made by

the various faculty committees. The Artists and Lectures Committee spoke of the limited budget they had to work with to provide the students with a diversified range of programs through the past year. The Library Committee reported only one meeting this year, with no decisions made at the meeting because the budget had been cut in such a drastic manner.

It has been a matter of "hanging on until better financial times" for the library. Because of the cuts in spending, some academic departments have had

to do without many journals and periodicals. According to one report, the department of sciences has been hardest hit by this cut.

Though the reports were, as Bogue said, depressing from a financial standpoint, the chancellor had some good news for students. In an interview after the meeting, he said, "At this time, there are no plans anywhere in the state to raise tuition."

In other business, the faculty approved the election of the LSUS Faculty Senate for 1988-89.



This week the **Almagest** features a series of reports concerning the operations of the LSUS bookstore. The stories concern the nature of book buying and selling and how it affects students.

But there is a story behind the stories. It is the story of access to information and the public's right to know. It is a story of reluctance by certain administrators to release documents and information pertinent to the investigation of bookstore operations.

Simply put, it is the story of middle- and upper-level administrators who, through their familiarity and every-day exposure to said information, have come to believe that that information is their property and their property alone — a belief that not only is not true but illegal when put into action.

The **Almagest** does not believe there is malice behind such a belief, but this paper will not be deterred by it in the pursuit of public documents. It is unfortunate that such delays in information access occurred, but it is fortunate that the university administration came to its senses and released the asked-for data.

LSUS also is fortunate in that it has a chancellor who recognizes the value of openness and public access. He realizes that there really is no alternative for a public body to follow.

But it would behoove this school for the remainder of the administration to come to a similar realization and to recognize that the public's right to know supercedes any personal or private feelings concerning records or documents.

The **Almagest** commends the university and its administration for providing the best bookstore that it can provide and for attempting to serve the student's best interests in the buying and selling of books.

Now let's provide the same effort in following the law.



The **Almagest** requests your reactions through Letters to the Editor.

Letters should be typed and double-spaced. They should be turned in to the **Almagest** office, BH 344, by noon on the Tuesday preceding the Friday publication date.

Obscene, libelous, and anonymous letters will not be published. The **Almagest** does not guarantee that every letter will be published.

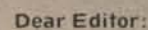
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Dear Editor,

Mr. Mallett's "Racism Has No

Dinah Tabor



However, I find it more annoying that Mr. Mallett assumes that these "vultures" are "lazy" and "fat." Additionally, he categorizes those who "use the elevator to get to the second or third floor, instead of using the stairs," as vultures. He also

None are extremely elderly or permanently crippled; all look reasonably healthy to the ignorant observer. But each must, for hidden reasons, minimize his

Lastly, his childish little parking lot game is indicative of his juvenile mentality. Wouldn't it have been a better use of his time to have merely given a simple negative headshake to indicate his intentions? Life is too short to waste it being an ass!

K. F. Beck

Trina Scott, junior, pharmacy:
"Party all night. Get with friends
and celebrate."

news

End of year means 'goodbye' for some faculty

By ERIC BANKS and KEVAN SMITH

Dr. Lillian Hall, professor of communications, retires this year after 21 years of service to LSUS and the community.

One of LSUS' original faculty, Hall came to Shreveport in 1967 after working for Louisiana Private Schools in Baton Rouge.

Hall's first office was in the library. "I had a little office that looked like a cave," she said. "It was a real pleasure being assigned an office that overlooks the mall."

She says the most important change at LSUS while she was here was, "When we got four years, of course. We were able to offer more classes, and, finally, I got to offer broadcasting."

"Since I've been here, I've taught everything except debate; and I don't like debate. I like interpersonal communication; I like people who resolve their differences without confrontations."

Hall says she hasn't given much thought about what she'll do during retirement. "I think we (Hall and her husband) will travel some," she said, "and I'll read a lot; and I should probably say I'm going to write because I

probably will. And visit grandchildren, because they're much nearer now — I'm looking forward to that."

Hall thinks LSUS has a great future. "I think we've plateaued right now; but once they've elevated themselves from this plateau. I think it's going to be a university of which we're very proud."

Her parting advice: "I'd like to tell the student body to be very much aware of the potentials that they individually have, and to persevere through this economic crisis. Study hard — this too shall pass."

Frank Lower

Communications instructor, Dr. Frank Lower, is leaving LSUS in the fall to assume a department chair position at Union University, a private baptist institution in Jackson, Tennessee. "This year there were ten different chairmanship positions available in communications. I took that as a sign as being a good time to test the waters," he said. "After 15 years at LSUS, I've become a full professor. Academically, there isn't any

other place to go," he added.

Lower said that Tennessee is prospering economically. "We've been telling our public relations students, if they aren't absolutely tied to Shreveport, go to Nashville or Atlanta, Georgia," he said.

Lower was instrumental in starting a debate team at LSUS. He said that despite the lack of scholarship opportunities for debate members, the teams have persisted. "The kids have debated at LSUS without compensation. It's like a Division III debate team going in against Oklahoma," he said. "It's illogical to expect them to do well. They did it because they thought debate was valuable and worthwhile and they loved to do it," he added.

Lower will teach his last semester at LSUS this summer.

Sharon Buzzard

Dr. Sharon Buzzard, assistant professor of English, leaves LSUS after this semester to teach English classes at Drury College in Springfield, Mo.

She looks back on her two years at LSUS with a bit of dissatisfaction. When asked what she expected when she first came to LSUS, she answered, "I can't answer that in any way that would be professionally competent. It would create bad feelings, and I don't think it would do any good. Let's just say I expected

things I didn't get."

Still, Buzzard accomplished some important goals while she was here. Her most memorable event — "I just finished teaching a 400-level seminar on women writers. That's probably been the highlight of my teaching career, and it will stay in my memory for a long time."

With the Artists and Lectures Committee, Buzzard helped bring film series and luminaries to LSUS. Through her work, students became acquainted with Federico Fellini, Ingmar Bergman and statesman Henry Kissinger.

Buzzard is uncertain of LSUS' future. "They are continuing to lose people," she said, "who come in having the potential to do new things and to come up with new ideas. I think they'll have to come up with something to stop that or they'll get kind of stagnant."

But some things did make Buzzard's brief years at LSUS pleasant for her. "I feel like I've had some good student contact here; I appreciate that. I've enjoyed the initiative that my students have shown in class, and I've made some student friends whom I've really enjoyed."

Hamid Rahman

Dr. Hamid Rahman, a business finance and financial management professor, has accepted a position at Old Dominion

University, in Norfolk Virginia. Rahman, who has been at LSUS since the fall of 1987, said, "The initial entry level salaries for those seeking academic positions in business administration, are going up at a rate that is faster than the amount by which you would get your normal increments in an existing (teaching) job. They (Old Dominion) made me an offer I couldn't refuse."

But Rahman's decision to transfer to Old Dominion isn't solely financial. "There wasn't much going on (at LSUS) in terms of research — this school is oriented more toward teaching," he said. "This was a source of anxiety for me. I thought I'd go to a university where there is a greater potential for research."

Rahman, a Syracuse graduate, said that when he accepted the position at LSUS, he thought student's standards might be lower than at Syracuse. "But I found that students were more dedicated and more conscious of their responsibilities than at a private school like Syracuse where tuition and living expenses are very high."

Rahman, a native of Pakistan, has lived in the United States for five years and has applied for permanent residence in this country.

Rahman has taught at LSUS since the fall of 1987.

Stuart Wells

Two-year LSUS veteran Stuart Wells, assistant professor of business information systems, leaves LSUS this spring to

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campus profile

More than prices shape store buy-back

By T. LIVINGSTON
Contributing Writer

It's crunch time for Cindy Bickham. On Monday she leaves for eight weeks of maternity leave in anticipation of the birth of her second child. As manager of the LSUS bookstore, she also needs to finish preparations for stocking the shelves with textbooks for the summer and fall sessions. When she set the date for her departure last month, she says she made a list of fifty jobs to do first. With a week to go, "I've only finished about twelve things from the list," she smiles ruefully.

As life's two major certainties, the equivalent of "Death and Taxes" for students must certainly be "Tuition and Textbooks," and they generally seem to have a feeling for the bookstore that many Americans save for the IRS.

Penny Wilson is a senior in public relations. "I've been at LSUS for seven semesters now, and I've paid an average of \$200 for books every semester, and I think that's too high. My biggest gripe though, is how often at the end of a semester you try to sell your books back and can't

because they've changed the edition."

While tuition has been reasonably stable at \$600 per semester (the registrar's office says it may go up in the fall), the price of books can vary considerably. The *Almagest* has conducted a study of required textbooks sold by the bookstore for spring 1988, and found prices ranging from under \$10 for several classes to as high as \$127 (for Accounting 305). The average cost of required texts was \$22.96 and since many classes require more than one book, the average for each course was just over \$33.00. This means that after paying \$600 for tuition, a student with 12 credits can expect to pay about \$130 more at the bookstore.

Bickham says that the price of most books are simply the publishers suggested retail price. "That takes care of 99 percent of the cases, and on the rest we add a 20 percent mark — up to cover our administrative costs."

The LSUS Bookstore is a big business. While Bickham did not know how many books they sold in a year, the expense budget for the bookstore amounts to nearly \$1 million, with \$800,000 of that

for merchandise for resale. Bickham says that textbooks account for about 85 percent of their business, and that the bookstore realizes a net margin of about 15 percent on new books. This means they sell about 34,000 textbooks each year.

The process of getting a book into the hands of a student begins with the head of each academic department, who selects the textbooks he or she wants and estimates enrollment for each class. January 27 was the deadline for book orders for summer, and April 6 for the coming fall semester.

When the bookstore receives a department's order it issues a purchase order to the publisher for the number of new books it estimates will be needed. The new book order is based on how many of each book the bookstore thinks it can get from used book companies and from the book buy — back they conduct at the end of each semester.

For three days at the end of each semester an agent for a used textbook company sets up shop for buy — back. The agent buys books for his company as well as the bookstore, paying half of the retail price for books the

bookstore wants, and a wholesale price that can be as little as \$6 or \$7 on a book that may be in nearly new condition and cost \$35 when it was bought new just a few months earlier.

Buy — back has the potential for substantially reducing the cost of textbooks and therefore the cost education, without affecting quality. Books that are bought back at 50 percent of their new value are marked up to 75 percent for resale. This means that the student who pays \$130 for books would save more than \$30 if he could buy used books. If he could sell them back at the end of the semester for half of their original price (\$65), his total cost for books for the semester would be \$35. The bookstore also benefits by retaining more of the value of the book. Bickham says that by the time they pay for freight, they only make about 15 percent on each new book they sell.

However, buy — back is not used extensively by the LSUS

bookstore. In the fall, which Bickham says is their biggest buy — back time, the bookstore bought fewer than 1,800 books, or less than 15 percent of what the *Almagest* estimates was sold in the spring.

In order for the bookstore to buy a book back, the course the book is required for must be offered in the coming semester. This effectively limits the process to classes that offered every semester, and therefore to lower division classes. All but 300 of the 1,791 books bought in the fall buy — back were for lower division classes.

The Fall semester buy — back was conducted in November of 1987 by the Texas Book Company, which Bickham says is one of two companies the bookstore uses. The book buyer is given a list of titles, how many of each title the bookstore wants to buy, and the price to pay (which is half of the original retail price). The buyer then pays students for the books

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Bogue responds to Bookstore probe

By BARBARA M. ARCIERO
Contributing Writer

Associate Professor Joe L. Kincheloe wasn't satisfied with the textbooks available for college students studying social studies education, so he wrote his own.

Kincheloe says the general quality of such books is "awful." One reason they — as well as those in other fields — are poor is the "they're written for a marketing purpose rather than an academic purpose. The decisions are usually economic and are made by the people in sales and marketing. They want books to be sellable and noncontroversial. Truth and thoughtfulness become secondary."

However, Kincheloe says he made sure that truth and thoughtfulness were primary in his upcoming book, and the book is so controversial that it took him one and a half years to find a publisher.

"The reaction is going to be very mixed. It will make a lot of people very angry because I attack what's often times done with social studies at the college level and the weak job done in preparing social studies teachers." On the other hand, "a lot of people have said this (type of book) is something we've needed for a long time."

Kincheloe's book should be available late next fall, and he plans to use it — along with a variety of supplementary sources — in his spring classes.

Unlike Kincheloe, most teachers at LSUS haven't written their own textbooks and must choose from those already available. "In any field, there's going to be such a mixed bag of choices — everything from pure garbage to brilliant work," Kincheloe says.

In general, here's how the textbook selection process works. Many textbooks — along with their revised editions — are used in a course for years. However, teachers occasionally need to select books for new courses, or they just like to keep an eye out for fresh options. They can do this in several ways. Representatives of publishing companies personally visit department chairmen and teachers and give them complimentary copies of textbooks. The companies also contact faculty members by mail and allow them to request such samples.

"I'm constantly reviewing new textbooks," particularly through contact with salesmen, says Rex L. Matlock, chairman of the physics department. "When I find one that looks more

interesting than the one we're using, I discuss (a possible change) with all the faculty members who teach the course."

What makes one textbook look more interesting than another for Matlock is a fresh approach to the subject. He also wants to review books that are used at campuses around the country — not because he is compelled to jump on the bandwagon, but because he wants the LSUS physics courses to "be in line with those taught at other universities." In addition, Matlock views the accuracy of the information and the order in which it is presented.

Matlock also looks at the number of problems at the end of each chapter. "Physics students need to do a lot of problems," including those of varying levels of difficulty.

As far as student input goes, "In general, we haven't been able to use it that much," Matlock says. "Physics texts are very difficult to read...Most students have a difficult time whatever the text."

However, education department chairman David Gustavson remembers an incident in which student played a big part in the replacement of a textbook. He was informed only six weeks before a semester started that a long — used book for a junior — level course was going out of print. "I had to scramble and find a new one." He used the new book for about a year and a half, but many students complained about its difficulty. The text was replaced.

While faculty members are conscious of a book's cost, this factor often plays only a minor role in the selection process because all prices are "awful" in the words of Matlock; it is also because one textbook for a particular course usually costs about the same as another.

The departments generally try not to change books more than necessary, partly for the students' sake. The LSUS bookstore will not buy back books that will not be needed on this campus the following semester. When such books are bought back, it is through a vendor that pays a wholesale rate (roughly 10 to 30 percent of the original cost). This leaves students frustrated — and with less money than they had planned to receive for expensive books.

"I try to encourage (faculty members) to make a good choice so that we don't have to change too often," Gustavson says. "Students can get stuck with books they don't want." Of course, the textbooks need to keep pace with advances or revisions made in the various fields.

Perhaps the most difficult task is complete once all the pros and cons of the textbook options are weighed. The following step — actually gaining approval of a choice — is relatively straightforward.

In the case of the physics department, which employs only five faculty members, these men simply discuss a proposed change among themselves. In Matlock's 21 years as department chairman, "we haven't had any controversies in reaching a consensus." Matlock believes that the ease in reaching a consensus is primarily due to the small number of people involved.

"Agreements get more difficult exponentially as you have more people to deal with." However, even the much larger English department, with 17 full — time and 10 part — time teachers, is able to reach textbook decisions with a little controversy, says assistant professor Merrell Knighten.

"I find that most of the time, some books will stand out so distinctly from others that they will get department agreement without a lot of debate," Knighten says. He adds that is the book a certain teacher favors isn't selected, the one chosen will usually be something the teacher can work with satisfactorily.

In the English department, all the teachers teaching a multi — section course have a chance to review proposed books and offer written opinions. A committee — typically made up of some of those teaching the class — makes recommendations based upon their opinions and faculty input; the entire department makes the final decision. Democracy rules. In case of a disagreement, "we've simply taken a vote," says department chairman Patricia Teel Bates. "If I were in the minority, I would not overrule the other members of the department. On the other hand, if I had a strong reason for thinking one was better than the other, then I would attempt to persuade them."

Professor Robert Leitz believes that the English department's selection process is responsible because the committee carefully considers faculty members' comments. "It's nothing that is done capriciously. It is nothing that is done because of some smooth — talking salesman."

Once the textbooks have been chosen, the department chairman must then order all the books — both new and previously taught — by filling out a computer form supplied by the bookstore. This is done far in ad-

vance so that all the books will be received in time for that semester.

Each department is responsible for requesting an exact number of texts, based on past enrollments and educated guesses on upcoming trends. Bookstore personnel don't pad these orders because they have limited space and don't want to get stuck with the extras. Therefore, when more students than expected enroll in a class, the supply of books is inadequate.

"I try to encourage the faculty to think high a little bit," Gustavson says. "There's nothing worse than not having enough books."

Students seem relatively satisfied with the textbooks that, through this lengthy process, end up in the classroom. At least those taking the 115 English Composition class this semester have few complaints. They were required to buy a hard — cover writing handbook for \$13.95 and a paperback anthology (reader) for \$19.50.

Lori Smith praises the handbook, which is also used in 105 English Composition. "It really helps when you're writing papers. It has all the information

you need." Patrice Alexander agrees, "It's very thorough. I refer to it a lot." Virginia Booth plans to keep the handbook because she believes it will be useful in her career as a legal secretary and in helping her children with their schoolwork.

"The reader is excellent," says Susan Broom. "It has a wide variety of material." Classmate Willis Arrington says that most people he knows value the reader enough to keep it after the semester ends. Booth thinks the stories in the reader are interesting, but she wishes the book included headnotes on the authors of these works.

Both books have a tendency to fall apart, Booth adds. "When you pay that much money, you don't expect that to happen." Most students are painfully aware of their textbook bills but, in the case of English books, "The prices are usually lower compared to science and math," Christine Erdie says.

Cost is also on the mind of teacher — author Kincheloe. The publisher of his 400-page textbook hasn't yet determined its suggested price and, "I'm afraid to ask. I'm hoping it won't be too high."

Other bookstores more flexible

By ANDY SALVAIL
Contributing Writer

Having attended three different universities in recent years — University of Southwestern Louisiana, Louisiana Tech and LSUS — public relations major Rourke Smith knows his campus bookstores. He believes that the LSUS bookstore has proven itself less than fair when dealing with students during the buy-back period at each semester's end.

"They (the LSUS bookstore) give you a very modest sum," Smith says. "I bought a \$30 book last semester, and they only gave me back \$9.50 for it."

Smith says he thinks that a 20-50 percent return for a book that is in good condition is too low.

"I think it should be a judgment call. If (the book) is in good shape, and you don't go and highlight everything, and you can prove that it's been a well-kept book, you should get at least 70 percent back," he said.

"At Tech, you got a good two-thirds back."

There is little Smith, or anyone who feels similarly, can do about the buy-back policies. Agents from used book com-

panies handle the flow of returned books at university and off-campus bookstores across the United States. These companies dictate the prices of books that may still be in print and are usable at schools other than the one of the student-seller.

If the book is being used the following semester at the seller's university, the bookstore may need it; and the seller could receive 50 to 60 percent depending on the store's policy and whether the store has already reached its used-book quota for the specific course. (According to various bookstore managers, it pays to be early during the buy-back period.) If the book isn't needed, the student receives agent's wholesale — between 10 and 30 percent of the retail price — much less than the store's wholesale price. If the agents feel the book is a bad investment (most books three years or older rarely are bought back) the student receives nothing and must keep it.

At LSUS, students get a 50 percent return on books needed by the bookstore. But since the buy-back period often coincides with

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(Continued from Page 6)

final exam dates, this makes it harder for students who need their books in order to study, and also need to sell the book back before the store reaches its quota.

Most other state colleges — and even the private universities — run their buy-back similar to LSUS. No policies, regulations or laws dictate how a school must choose the used book company agents which operate at the various bookstores. The selection process relies on tradition, and random choosing, say statewide bookstore managers.

Of four area university bookstores — Louisiana Tech, Centenary, LSUBR and Northwestern State — three have identical buy-back policies to LSUS. Agents handle buy-backs everywhere except at NSU, which leases their campus bookstore to a private company, Wallace's Bookstore, Inc., based in Lexington, Kentucky. Darlene Rachal, manager of the Wallace's outlet at NSU, says that her company handles the used book flow.

But the similarities between other colleges and LSUS end where return policies begin. The LSUS bookstore allows students to receive a 100 percent refund on returned books only five class days after registration's end. An additional five days are granted after that period for a 90 percent return. Students must present an ID card and a current semester cash register receipt to return books.

According to the policy handed to each student after book-purchasing, "After these dates, all returns come under the provision of our buy-back policy." Even though course drop dates far exceed the two-week return period, a student cannot receive even a partial refund. There are no exceptions.

At Centenary, a private liberal arts college, students are

given two weeks from the date of purchase, not the first day of classes, to make returns. Full refunds are given within that two weeks. Says Delton Abrams, campus bookstore manager, "There is no proration." Abrams, who sets most of the policies at his store, says he and the other employees allow refunds after the initial two weeks "under extenuating circumstances."

"If a student drops after that purchase date, or was sick and couldn't make it on time, we try to give at least a partial refund," Abrams says. "It depends on the case. We are more sympathetic, of course, if the book is in good shape."

Abrams says that when Centenary students complain about their bookstore, the main gripe concerns the publishers' quality, not prices or return policies. Because several used books are sold, he says, sometimes pages are missing.

Abrams requires a sales slip, but not an ID, on all returns.

Carol Bateman, employee at Centenary's bookstore, says that even with such flexible policies, clearly stated on a large blue flyer given with each purchase, students are unaware of the rules. "Sometimes they forget their receipts, and I have to writing their necks; but otherwise, there are no major problems," she says.

At LSUBR, students are given just four days after the final add-course date to receive partial refunds on books, says manager Wayne Ragsdale. But students at LSUBR are not required to present an ID when returning books, and this creates some problems. He says some students steal books in the cafeterias and halls in order to return them for a profit. "It (stealing) happens, but it's an uncontrollable thing," he says.

Ragsdale says competition from off-campus bookstores has

resulted in lower book prices for students, as well as more flexible policies, especially during the buy-back period. "If the book is in excellent shape, and we're using it again, sometimes we give more than 50 percent," says Ragsdale. "Like new? We give 70 percent."

Students need not present drop slips to return books, he added.

Likewise, bookstore officials at Tech and the University of Southwestern Louisiana say the time limitations on refunds largely depend on the "extenuating circumstances" that Abrams, at

Centenary, cited. Only NSU's bookstore policies compare to LSUS. "Our rules are steadfast," says Rachal. "There are always exceptions, but we try not to go past that."

Rourke Smith looks back on his days in Ruston, when he attended Louisiana Tech, with considerable fondness. The campus-owned golf course, the local Taco Grande, the well-kept intramural fields — all of these things, including Tech's bookstore, catered to the student, allowing for a near-ideal university atmosphere.

And when students did have

problems selling books back at Tech, he says, there were always used book company agents who sat in little white Ford Econoline vans parked near the bookstore, waiting to make a buy.

"It sounds like LSUS is trying to get you into a pressure situation," Smith says. "It takes longer than that to decide if you want to drop a class or not."

"There's no way, within a week or two of school, to tell whether you're going to like a class or not."

"There's just no way."

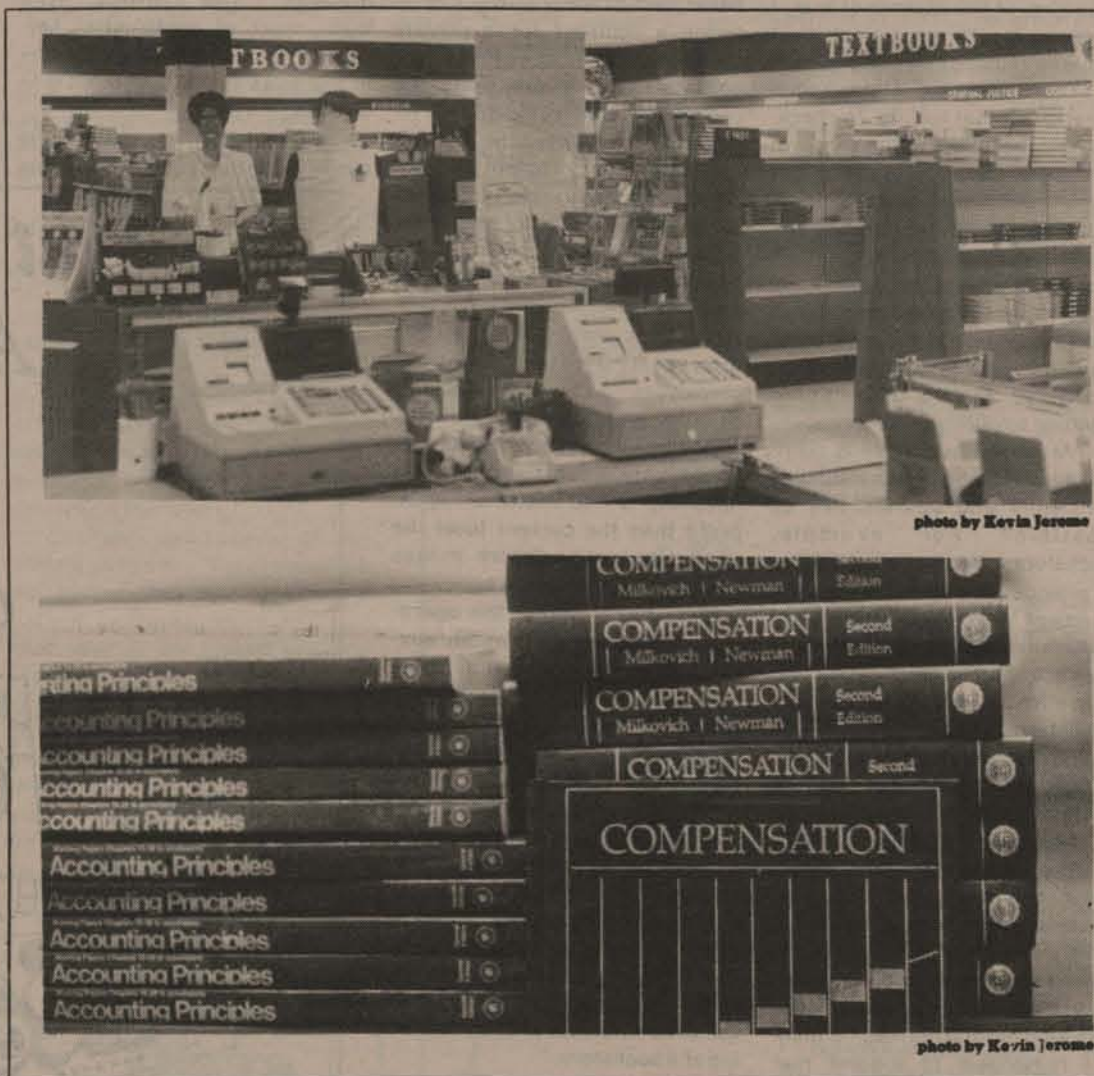


photo by Kevin Jerome

photo by Kevin Jerome

(Continued from Page 5)

the bookstore wants, as well as buying any additional books the company they represent wants for themselves. At the conclusion of the buy — back the bookstore pays for the books he or she has purchased for them.

Christy Clemons is a buyer for the Texas Book Company who has conducted the buy — back at LSUS. She says the company works primarily in the Southwest, although they do buy all over the country. While she would not reveal the number of books her company buys at LSUS, she says the number they buy as well as the number the bookstore buys is close to

average for a school this size.

"My impression is they do a pretty good job there. They seem to get pretty good cooperation between the store and the academic departments," said Clemons.

According to Clemons, the major difficulty faced by bookstores and used book companies alike is the short shelf life of editions. She estimates publishers change editions of books an average of every three years. In setting the price they pay for wholesale books, the copyright date plays a big role in whether they will buy a book or not. "A 1986 edition of a book

would be an extremely risky investment for us," she said.

Clemons said the hardest part of her job was dealing with student's frustration and lack of understanding about the buy — back process. "I always tell them to get there as early as they can. Once we have bought back all the books the bookstore needs, a student may receive as little as \$3 or \$4 for a book they paid \$30 for at the beginning of the semester." Bookstores buy all used books from used book companies for half of the original retail price, according to Clemons. This means that their entire profit comes from the difference

between what they pay the students for a book and the 50 percent figure they can sell it back for. She said that the 20 — 25 percent margin that bookstores operate on is also very small in terms of retail industries in general, in a business with a substantial level of risk. "I hate going out on the floor and looking at the mistakes I've made," said Clemons.

The LSUS Bookstore seems to be relatively well run by a small staff that works hard with a healthy orientation toward the students, which ideally is the primary community the store serves. If there is a weakness in

the operation of the bookstore, it seems to be in its business information systems. Bickham told the *Almagest* that she doesn't review monthly ledger sheets, and did not know how many books they sold in a year. While the bookstore is tied into the university mainframe, they don't seem to use it much for analysis or forecasting.

Clemons said that other bookstores are beginning to use computers to track book buy — back, which has the promise of a more accurate process that serves the needs of the students better. Bickham says they are looking at a system now.

Textbook selection process a mixed bag

By BARBARA M. ARCIERO
Contributing Writer

During his eight years as LSUS chancellor, Grady Bogue says he has had no reason to worry about the management of the bookstore. "I've never received — to my memory — any comment about (its management) from the students, faculty or administration. I'm usually the one to hear when something goes haywire. In the absence of that, I can assume it's going all right...I have no reason to be critical."

The results of state audits strengthen that feeling. In checking the operations of the university, Bogue says that the auditors have never found problems in any division. "If we had had any major operating or management problems in the bookstore, the auditors would have found that," he says. When the auditors are satisfied, Bogue, too, is at least reassured that operations are running smoothly.

Maybe the bookstore is running smoothly, but is it running as efficiently and business-like as possible? For example, bookstore personnel were unable to provide the *Almagest* with the number of books sold. The chancellor's staff researched this concern and provided this explanation: "These amounts can be determined but they serve no purpose for the bookstore. Inventory is maintained at a quantity for the department needs."

The *Almagest* questioned this philosophy on the grounds that most businesses — from car dealerships to clothing stores — keep track of the number of units sold. Bogue says he doesn't know why the bookstore doesn't need this kind of information. "I think it's reasonable to suggest that you would have some idea about the level of activity in your enterprise...If somebody's managing the bookstore, to expect them to know something about levels of activity I think is a reasonable expectation."

According to research done by the chancellor's staff, the bookstore does conduct an inven-

tory at the end of each fiscal year for the purpose of placing orders. This annual inventory, conducted according to written inventory procedures, is observed by state legislative auditors. It reveals a dollar value of the inventory and the number of book titles and supply items on hand. The inventory done June 30, 1987, for example, showed 482 titles and 9,374 books.

Bogue says that during his years at LSUS, the university has never studied the possibility of offering a contract for a private company to manage the bookstore, as is done with the cafeteria. "That could be an interesting possibility," he says. "I don't have any problem in looking at that. My guess is that we would find a contract more expensive than our operating the bookstore as an auxiliary enterprise."

Bogue's theory is that the university could provide employees as well as staff benefits and personnel services more cheaply. He also thinks that a private company would naturally try to make a higher profit than the current level the university-run bookstore makes simply to maintain itself.

"My guess is that the operation of the bookstore as an auxiliary enterprise would offer books to students as inexpensively as you might be able to get them, compared to operation by what I call a managed enterprise. But again, I would be open to a feasibility study on that."

Bogue admits that the operation of the bookstore is "one of the areas of least competence" he has at the university, along with the heating and plumbing system. "I certainly have no experience whatsoever in the running of a bookstore."

"However, as chancellor, I am directly responsible for the effectiveness and performance of everything that happens out here," Bogue adds that the goal of the university is to serve the public with courtesy and competence. "If at any time we're not meeting that test, we'll have a

look at it."

Bogue needed to have a look at something related to this goal when the *Almagest* was unable to obtain the bookstore budget, which is a public document.

"I have a philosophy in working with the press. And that philosophy is built on two attitudes — courtesy and candor. Every piece of paper that operates on this campus is a public document...reports, memos, and things like that...short of confidential personnel records. What I try to say to my folks is that if you put it in writing, it's public."

Bogue believes that the *Almagest's* difficulty in obtaining

the bookstore budget was that the associate vice-chancellor for administration and finance was hesitant to release that information in the absence of his supervisor.

Bogue praises that staff: "I don't worry about any of our money. I know it's being managed with integrity because of the people down there. Now if they were a little guarded with (the *Almagest*), that's, in my opinion, a modest matter compared to what they contribute to the school."

The *Almagest* finally received a copy of the bookstore budget.

Bogue says he encourages students to ask what he calls hard

questions, such as those posed by the *Almagest* concerning bookstore operations: "The only discomfort that I would have in this kind of exchange...is if we find that we have not been treating our students right...I am not discomforted by the fact that our students are looking into our policies because I think they ought to...While it's always a little unnerving to find that you have to think about something, it's always pretty good for you...So if it looks like we're following a policy here that has not been thought through well enough, then we'll get on it...We've got to be open enough to want to do better."

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news

End of year means 'goodbye' for some faculty

(Continued from Page 4)

assume a faculty position at Tennessee Tech.

Wells' most memorable event while at LSUS was scoring the first faculty touchdown in intramurals. "I did a deep post-pattern, slipped behind the safety, and caught the ball. It was on the first play from the line of scrimmage."

The most important change Wells has seen at LSUS was "getting in the computers and setting up the teaching lab. That's great for the faculty who teach computer-oriented courses, and it's fabulous for the students."

Wells said his greatest sense of achievement here came from his BIS 350 classes. He changed the course somewhat to get cases from the Small Business Development Center, putting students in the field to do actual systems analysis.

But as much as Wells has enjoyed teaching at LSUS, he said the higher salary and merit raises he'll get at Tennessee Tech lured him away. "My feelings are ambivalent. I'm excited over the prospects of the career move, but I regret leaving LSUS because it's a great school. It has a mission in the community that it will accomplish."

"I think LSUS has a great future; but because of the state's economy, it will be several years before it develops to its full potential."

Elwin Sykes

English teacher and ad-

ministrative assistant, Elwin Sykes is leaving LSUS in June to resume teaching and coaching at Phillips Academy, a senior high preparatory school in Andover, Massachusetts. "The academy has a very large scholarship program and a diverse student body," he said.

Sykes said LSUS is a university striving for an identity. "LSUS is a young institution going through predictable growing pains—pains exacerbated by the economy of the state, and what I perceive to be the extreme conservatism of the area," he said.

Sykes said he feels uncomfortable living in Shreveport. "I feel more uncomfortable here than in a foreign country where I didn't speak the language." He said that Massachusetts is a more progressive area. "I've found from my own experience, that the number of people striving for change—questioning the system—are more numerous (in Massachusetts)," he said.

"I don't deny the criticism," Sykes said, "but I appreciate the opportunity to have taught at LSUS. There are a lot of bright people here and there is an intense commitment to academic excellence," he said. "I'm not interested in doing any disservice to the students here or to the positive educational process. I think LSUS is at a pivotal point in its history in terms of changes going on in the community, the school will inevitably have to

reflect if it is going to thrive," he said.

"These are tough times for an educational institution in Louisiana," he said.

Mike Clauret

In 1981, Mike Clauret left West Virginia for Shreveport and LSUS. "I came to LSUS primarily because Mel Harju was the chairman at the time. I perceived in Mel, a man with a lot of vision," he said. "I saw Shreveport as a city with a lot of opportunity and LSUS as a university with a lot of opportunity."

After seven years at LSUS, Clauret is leaving. He has accepted a position at the University of Las Vegas, Nevada. "Many people are leaving simply because their salaries aren't high enough," he said. "I feel it's going to be very difficult for the administration to match the market salary across the board for business administration professors, in the future."

Clauret said because of the state's problems, there would be no budget for any necessary salary increases. He said, too, that salaries are looked at very closely by other professors and community members. "It seems to be an occupation that people spend a lot of time doing—wondering why professor X is paid more than professor Y," he said. "In a growth situation you get less of that because

everybody can grow together," he added.

Clauret said part of the problem is within the business community. "I find there is difficulty in this university getting monetary support from the business community, that other universities don't have. I've seen no change in that since 1981," he said.

Clauret, a corporate finance and investments instructor, said UNLV is now adding 50 professors to the faculty.

Bobby Tabarlet

Twenty years ago, Dr. Bobby Tabarlet began his teaching career at LSUS. "When I came, I was the education department. I taught education and psychology for five or six years," he said. "As we moved into the four year programs, I taught less and got more into administration," he added.

This is the last semester at LSUS for the retiring Tabarlet.

He and his wife, a retired school principal, are planning to travel. "We always wanted to go to the northeast when the leaves are turning, but that's when school starts," he said.

Next year, Tabarlet will become the Rotary Club's district 619 governor. "There's a lot of traveling connected with that," he said. "Next October we'll (Tabarlet and his wife) go to Wichita, Kansas where I'll be sworn in as district governor and then to Acapulco for a training session." Tabarlet will also go to Seoul, Korea for the Rotary convention.

Tabarlet's retirement time will include his working in Rotary civic service projects. "We have pledged \$150 million to be raised among Rotarians in order to immunize every child in the world," he said. "We've raised about \$400,000 in this district."

Tabarlet said one of the greatest qualities of LSUS is the relationship between faculty and student.



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op/ed

Demjanjuk-Ivan the terrible or sacrifice

By KEVAN SMITH
News Editor

Some memories fade with time. Forty-five years will erase 1988 Spring Fling from your mind, especially if you drank the cold beer.

Other memories remain as clear as the day they were lived, scarring the soul like nails in your hands and a spear in your side. One hundred forty-five years would not be sufficient to erase memories of starvation, torture and watching your relatives march one by one into the gas chambers.

But was justice done in Israel? Was retired autoworker John Demjanjuk the sadistic death camp guard "Ivan the Terrible"? Or was he the vic-

tim of mistaken identity, fading memories and a need for catharsis among Treblinka survivors?

Judge Zvi Tal, one of three at Demjanjuk's trial, sentenced Demjanjuk to death Monday, saying he could "never be forgiven by the hearts of men or obliterated from memory.... The blood of the victims still cries out." Demjanjuk, according to the judge, killed "with his own hands, tens of thousands of human beings."

As the verdict of death was read, spectators at the trial joined in a standing ovation, shouting "bravo," and "death, death."

But Demjanjuk's defense insists the man is a victim of mistaken identity, contending

that he was also a prisoner in a Nazi camp while the real "Ivan the Terrible" bloodied his hands.

During the trial, five witnesses, survivors of Treblinka, identified Demjanjuk as "Ivan the Terrible." As a result, the jury convicted him without "hesitation or doubt."

But did the memories of these witnesses fade? Are their minds clouded by age with vindictiveness and a need for an emotional scapegoat? Most importantly, would the same outcome have happened in

America?

We cannot trust Israeli justice with American lives — no matter what the accusations. Demjanjuk should never have been extradited to Israel, especially not to stand trial for war crimes.

Consider — the chief judge at the trial was himself a Polish Holocaust victim who had lost his parents to Nazi brutality. In the United States, this conflict of interest, the requirement of impartiality vs. personal involvement, would never have been tolerated.

No, we should have tried Demjanjuk here in the United States, away from the incredible emotional tension the Holocaust inspires in Israel. Guilty in America would have meant guilty to the world; guilty in Israel only raises doubts of justice in Israel.

And yet, Demjanjuk will hang. He will swing, eyes bulging, tongue protruding, carotid artery dammed. At the last moment, he will gurgle like a baby; and either Israel will have killed "Ivan the Terrible" or an innocent man.

Those who delight in heated destruction

MATT FRAZIER
Editorial Assistant

It was born in an old, dilapidated wooden building in the dangerous part of town.

On that comfortable, early-winter day, people all over Shreveport noticed a black, powerful column of smoke writhing and seething upward against the soft, red twilight sky.

Television sets were turned off and doors locked. People began driving their cars, riding bikes and skateboards, or walking towards the smoke. They were drawn by the rising beacon that promised something ancient, exciting and dangerous.

Fire.

Flashing blue, red and white lights glanced off cars and the faces of hopeful observers as the police tried to keep traffic flowing — and the area around the fire safe.

Still people gathered until a mob surrounded the doomed building.

People wore T-shirts and expensive dress shirts; while some wore none.

Evening gowns, blue jeans, Hawaiian shirts, tennis shorts and cowboy boots could all be seen in the crowd.

Couples gathered around the flames, held hands and pointed out the finer details of the destruction to each other.

Children held balancing competitions on the train tracks across the road. Some children took pleasure from frightening others.

"Can you imagine being in there with the flames eating off your flesh?"

"Yeah, and what if those waterhoses hit you, man? You'd get knocked over like that! It'd

shove you along the ground and all those ashes would get into your burns. Painful."

"Would you get up that ladder? What if you fell off into the fire?"

Comedians in the crowd spoke such intelligently humorous words as, "Where is all this fire coming from?" and "Gee, I forgot the marshmallows."

An overweight man in khaki shorts walked his St. Bernard dog back and forth in front of the crowd.

A woman sold candy bars for an elementary school.

"I saw the smoke and thought that the people watching the fire might get hungry," she said. By the end of the fire she had sold her entire box.

One man just stood limply while staring into the flames. His lips moved slowly as he softly muttered, "Fire burns, fire, uh, burns, the heat, burns, fire...."

People were smiling, laughing, and talking nervously. All reacting differently, but all entertained.

The flames lasted for hours but eventually, with a last explosion of steam and smoke, were quenched by the firemen's efforts.

The fire had given those in the crowd a rush of adrenalin and excitement. It made them forget their worries and responsibilities by transporting them into a world of action and fantasy. It had given them a release.

The mob slowly dispersed in silence into the awaiting starlit night. Two days later a small sign was placed on the black and burned wood of the building.

It said "Arson."

Shreveport citizens know how to enjoy a good thing when it comes along.



TEACHERS' PETS



Michael Frierson and his wife, Martha Garrett, spend their weekends filming lumps of clay. Their purpose: to make math fun. Math... fun?

"Education through entertainment is the key to holding attention," says Frierson, a communications professor at Loyola University. In their films, cone-shaped clay "knights," wearing positive or negative pennants, engage in humorous medieval battle scenes to show how to add and subtract negative numbers. Frierson and Garrett did the films for the Children's Television Workshop series "Square One Television," seen weekday afternoons on PBS.

Louisiana's Investor-Owned Electric Companies support efforts to inspire and develop young minds in basic high-tech studies. Programs such as "Square One Television" help intrigue children with math at the age when they usually turn it off, between 8 and 12.

Appetites acquired early endure.

The national MATHCOUNTS program continues the effort to excite them in junior high through challenging, rewarding math competitions against other schools. In Louisiana, the LIOEC sponsors the competition administered by the Louisiana Engineering Society, an affiliate of the National Society of Professional Engineers, to help encourage young people to pursue careers in high-tech industries.

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sports



photo by Kevin Jerome

Chandra Adams took fourth in the slalom and third overall in the women's division.

Adams gets skier's first trophy

LSUS' first real sports oriented team represented the school well in the third ski tournament of the semester. The ski team was one of seven teams competing in the tournament at Duckhill, Miss.

The team sent four members to the tourney. They were John Sutton, Ralph Liddel, Henry Politz and Chandra Adams. Sutton pulled ligaments in his knee, Politz came in 15th, Liddel was 23rd and the big story was Adams who came in third overall in the women's competition.

She received the first trophy

for the team.

She placed fourth in the slalom and second in jump with a 37-foot leap.

Adams has only been jumping for a year and "was very excited" with her jump. She says the use of Champion Lake has helped her. "The lake has improved the team's skills tremendously because we get to practice every Saturday." Before they were permitted to use the lake, the team practiced every other week. Team skiers can go to the lake one night a week to practice.

Adams and the rest of the

team will be trying to improve their showing this weekend in Greenville, Texas where they will participate in the last tournament of the semester. Seven or eight of the team members will go on this trip.

The team will have tryouts from now on. It used to be that someone could pay his dues and be a member of the club but that was back in the club days. People who want to tryout should contact Kurt Rensink in UC 230. Members need to be an American Water Ski Association member and the cost is only \$40.

Mallett awards best, worst

By RODNEY MALLETT
Sports Editor

The semester is almost over and that means that it is time to party and to give out the once-a-semester Mallett Awards.

Best Team — The ...ATS basketball team was the best team assembled for any sport. They won the championship over Full Force and went undefeated for the season. There was no stopping ...ATS and they won by an average of over 30 points a game.

Most Valuable Player — The most valuable player of any team was Ron Cheatum. He contributed to ...ATS' dominance by handing out assists. Terry Spier, an IM referee, said, "...ATS plays a lot better when Cheatum is out there." "The whole team played good but Cheatum was outstanding," teammate Bill Barstow said after they had won the championship game.

Best game of the year — The best game was between ZTA and Phi Mu in girls' basketball action. ZTA came back from a five-point deficit to tie the game with twelve seconds left. ZTA had the ball and missed on their final op-

portunity. In overtime the ZTA team led by three with twelve seconds left. Michelle Mooney ran the ball upcourt took a shot and was fouled. She converted the free throw, and the game went to the second overtime where Mooney scored four points and Phi Mu won 35-31.

Worst sport — Mooney wins this because of her conduct during a girls' basketball game against the ...ATS girls team. She took out Lisa Ivory's legs causing her to fall to the ground. Then she tripped Loretta Sherman and the two squared off before the referees broke it up.

Best official — Terry Spier took honor largely because he called a basketball game by himself and did a good and fair job. He also did not hesitate to throw out two players who were about to fight. Spier was fair in every game and made everyone show an ID even if he knew them.

IM was fun this semester and went smoothly. Kurt Rensink organized intramurals this semester and did a super job. Hopefully he will be back next semester to keep the IM system working smoothly.

Prefix 'Phi' wins softball

In the first round of IM softball playoffs the dominating glory seekers, Phi Van Halen-Fudpuckers, ran into trouble from ROTC. ROTC was coming off a 24-1 win over Comic Relief but fell to Phi Van Halen 9-5.

Just Us squeaked by Kappa Sig 8-7. Phi Delta Theta did not look too impressive in their opening round 12-7 win over a short-handed SOL, but they advanced.

The Phi Deltas came on strong and advanced after a 13-7 win over ATS-Cobra.

The Little Rascals looked intimidating in their 18-1 victory over the kneewalkers. BSU crept into the playoffs with a 14-12 win over Just Us.

Phi Van Halen-Fudpuckers beat Phi Deltas in the semis 11-4 in a game in which Ron Molonar had three errors. BSU was winning 12-6 before the Little Rascals started swinging the sticks and came back to win 14-12.

Phi Van Halen-Fudpuckers earned their trip to Baton Rouge with a convincing 10-3 win over the Little Rascals.

In the women's tournament Phi Mu beat ZTA 12-0 in the first game and 7-5 in the second to earn a trip to Baton Rouge.

In Co-Rec Phi Mu Van Halen beat up on BSU 15-0 while ZTA Delta Sig was winning over Classe Mistise 12-2. Phi Mu Van Halen beat the ZTA Delta Sig team 9-3 to win the Co-Rec championship.

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Bookstore has a come long way

By VICTOR PIZZOLATO
Contributing Writer

The LSUS bookstore has come a long way since its humble beginnings more than 20 years ago.

"In 1967, when we first started out here...the first book sale was in the lab (of the science building) for the first semester," says Larry Ferguson, associate vice chancellor. He emphasizes, with more than a hint of pride, how everyone involved in that first booksale went through it under less than perfect conditions. Books were laid on the floor because there were no shelves and money was tallied on adding machines because there were no cash registers.

"From there we went over to the temporary building."

As he explains the bookstore's evolution, he draws a crude floor plan on a piece of paper he has quickly picked up off his desk. The floor plan is of the first section of the metal building that now houses KDAQ. As Ferguson talks, he continues to draw, pointing out with his pen where, in the

Ferguson says that the bookstore is established to serve students and the university in the vein of a non-profit operation, but that it is a profit-making entity, however marginal.

"The bookstore has to be self-supporting," says Ferguson. "It's got to make enough money to support itself...on a day to day basis...there's no state money in it."

One of the "services" provided to the students is the book buy-back at the end of each semester, on the last two and one-half days of final exams in the fall and spring and on the last day of finals in the summer.

"If it's (any given book) what we need, we pay half of what it costs," says Cindy Bickham, the bookstore manager. "If we don't need it, it's bought back at wholesale."

Actually, books are not bought back by the bookstore directly at the end of a semester, but by an outside bookbuyer, an "agent," who sets up in the bookstore. Why is a bookbuyer and not the bookstore itself making these purchases?

"He's experienced...he's faster," says Bickham. "It would mean two lines for students to have to go through instead of one."

After a book-buy is completed, the buyer invoices the bookstore and a few days later the university accounting department cuts a check to pay the book-buyer for books the bookstore has purchased.

LSUS deals primarily with two book-buyers — Texas Book Company and Nebraska Book Company.

"There may be some more," says Associate Vice Chancellor Ferguson. "Right now I think they're (bookstore) relying heavily on Texas."

It was Texas Book Company that conducted the last book-buy, on December 10, 11, and 14, 1987, according to an invoice provided by Ferguson. It shows that books bought for the university came to \$25,844.50 — an average of \$14.43 per book for 1,791 books.

Ferguson says that historically the university has dealt with one book company and then the other on a semester-to-semester

basis. He says that if one company could not come for any reason on any given semester, the other would usually fill in.

"You'll find there's very little difference in them," says Ferguson.

Vendors are not chosen through a bidding process, which is different from other bookstore practices.

"As far as I know...if we were to buy something for operations, we would have to bid it," says Ferguson. "But for items for resale, we don't have to bid it."

The bookstore works on a 20 percent mark up and according to a copy of the budget, \$800,000 was allocated for "merchandise for resale" for the fiscal year July 1, 1987 - June 30, 1988. "Merchandise for resale" includes both books — new and used — and supplies. Manager Bickham says that 85 percent of all sales is books. Based on other budget figures showing expenses such as bookstore salaries and utilities, the bookstore would eke out a slight profit if the \$800,000 were turned over.

Bickham says that a study

was done comparing the campus bookstore with 16 others. She matter-of-factly said twice that a copy of the study was in the office of Vice Chancellor Fabia Thomas, but Thomas knows of no such study.

"I do not have a copy of a study," Thomas says. "She gave me a copy of a report...this was quite some time back."

"I do not have anything like a formal report. It's like I'm talking to a counterpart in New Orleans...this is what she (Bickham) has done."

Thomas adds there's an annual meeting of bookstore managers in the region to "discuss things that are of interest to them."

"We're essentially operating much like the other bookstores in the state are operating."

"One thing the bookstore tries to do, working with the faculty, is to limit the changes (in books)," says Ferguson. "There's no way to please everyone...I think we have a very good bookstore operation. I think it does very well serving the students' needs."

FINAL EXAMINATION SCHEDULE SPRING 1988

Class Beginning Time	Date of Examination	Time of Examination
7:00 a.m., MWF	Monday, May 9	8:00-10:00 a.m.
8:00 a.m., MWF	Friday, May 6	8:00-10:00 a.m.
9:00 a.m., MWF	Monday, May 9	8:00-10:00 a.m.
10:00 a.m., MWF	Friday, May 6	10:30-12:30 p.m.
11:00 a.m., MWF	Tuesday, May 9	10:30-12:30 p.m.
12:00 p.m., MWF	Friday, May 6	1:00-3:00 p.m.
1:00 p.m., MWF	Monday, May 9	1:00-3:00 p.m.
2:00 p.m., MWF	Friday, May 6	3:00-5:00 p.m.
3:00 p.m., MWF	Monday, May 9	3:00-5:00 p.m.
4:00, 5:00, 6:00 p.m., M, MW	Monday, May 9	5:00-7:00 p.m.
4:00, 5:00, 6:00 p.m., W	Wednesday, May 4	5:00-7:00 p.m.
7:30 p.m., MW	Wednesday, May 4	7:00-9:00 p.m.
7:45 a.m., TTH	Tuesday, May 10	8:00-10:00 a.m.
9:10 a.m., TTH	Thursday, May 5	10:30-12:30 p.m.
11:15 a.m., TTH	Tuesday, May 10	10:30-12:30 p.m.
12:40 p.m., TTH	Thursday, May 5	1:00-3:00 p.m.
2:05 p.m., TTH	Tuesday, May 10	3:00-5:00 p.m.
4:00, 5:00, 6:00 p.m. T, TTH	Tuesday, May 10	5:00-7:00 p.m.
4:00, 5:00, 6:00 p.m. TH	Tuesday, May 10	5:00-7:00 p.m.
7:30 p.m. TTH	Tuesday, May 10	7:00-9:00 p.m.

FINAL EXAMINATION INFORMATION

1. Examinations in the following laboratories will be given during the last class period. Agriculture, Biological Sciences, Chemistry and Physics. Examinations in HPE activity courses and Military Science will be given at the last class period.
2. A student having three or more finals on one day may request through their Academic Dean to take only two exams on the same day.
3. Saturday class examinations will be given on May 7 at the regularly-scheduled class time.